

Ryan Van Valen
Resource Teacher for the Gifted
Nottingham Elementary School
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Ryan.vanvalen@apsva.us

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Before we start

- On each table you will find post-its that can be used to jot down any questions you might have during the presentation. Please hold all questions until the end.
 - If I don't get to your question today, please leave the post-it with your name, your child's name, your contact information, and the best time for me to reach you. Or feel free to email me.

Objectives

- Explain the role of the Resource Teacher for the Gifted (RTG) at Nottingham Elementary School
- Provide an overview of Gifted Services at Nottingham
- Provide an overview of the identification process for Gifted Services in Arlington Public Schools

About Me

- 17th year in education
- Last 8 years spent in Gifted Education
- Fourth year at Nottingham, 9 years prior in FCPS, NY before that
- Have a Master's in Childhood Education and Administration and Leadership with an endorsements in Gifted Education

Most Common Questions I Get From Parents

- When does the program start?
- When will YOU be seeing my child?

THE NAGC recommends that every school provide:

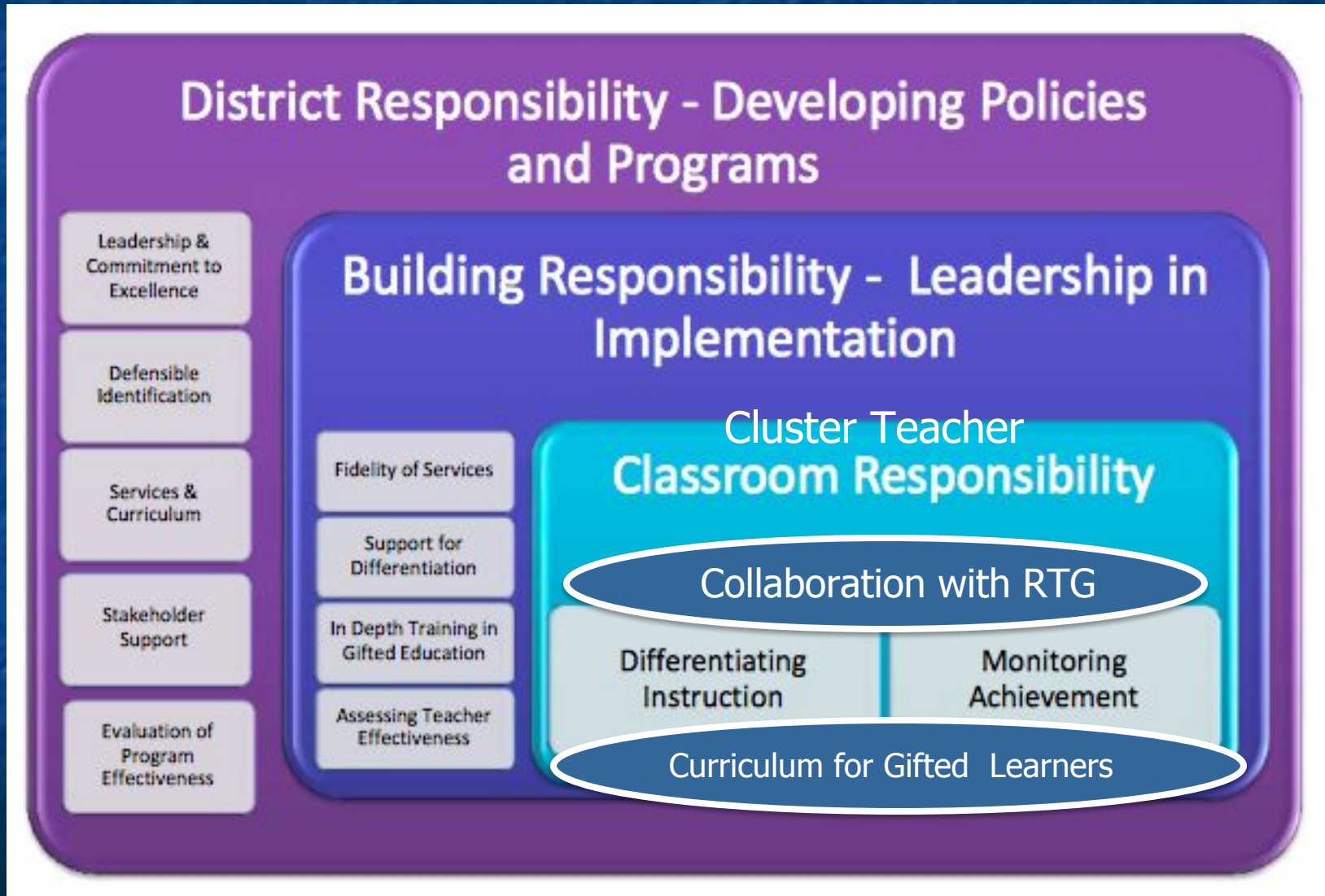
- access to curricular resources designed for gifted learners
- systematic and substantial professional development for all teachers
 - needs of gifted learners
 - differentiation in general
 - flexible grouping approaches
- resource specialists who can support the classroom teacher
 - in assessing gifted learner differences
 - making adjustments to the curriculum
 - and implementing advanced curriculum and strategies

Virginia Gifted Regulations – APS Local Plan 2017 - 2021

Virginia Department of Education regulations state that each school district must develop a plan to identify and provide services to those students who have learning needs beyond the regular instructional program.

<https://www.apsva.us/wp-content/uploads/2015/04/2017-2022-Gifted-Services-Local-Plan.pdf>

Shared Responsibility for Daily Differentiation for Gifted Learners



Part 1: Professional Learning Communities



Part 1:

Collaborative Learning Teams

Four Key Questions Focus Us on Learning

- 1 What is it we expect our students to learn?
- 2 How will we know when they have learned it?
- 3 How will we provide time and support when they don't learn it?
- 4 **How will we extend learning when they already know it or learn it quickly?**

My roles within the PLC of Nottingham

The primary role of the RTG is to increase teachers' capacity to infuse gifted pedagogy into the regular classroom.

This capacity includes the ability to implement curriculum designed for high-ability learners

Role of the RTG

- Promote and model procedures, strategies, and techniques to support gifted students
- Work collaboratively with cluster teachers to plan and deliver instruction
- Provide curricular resources in order to differentiate content for gifted students
- Lead PD and/or inform staff about gifted education training opportunities
- Advocate for underrepresented populations to include 2e, EL, children from poverty
- Facilitate the gifted identification process

Arlington Tiered System of Support (ATSS)

ATSS is a system for meeting the needs of all students. It uses data to identify students who are in need of remediation or extensions.

PLC question #4: *How will we extend learning when they already know it or learn it quickly?*

About ATSS

Helps each student reach success in academics, behavior and social emotional well-being through a systemwide framework that provides additional resources and supports.

There are three tiers of instruction and support: Tier 1 (Core), Tier 2, and Tier 3.



TIER 1

TIER 2

TIER 3

Questions that guide each team:

1

What do we expect the student to know or be able to do?

2

How do we know the student has learned it?

3

What do we do if the student has not learned it?

4

What do we do if the student knows it?

2e Wrap Around Support



Identified Gifted and Identified for Special Education



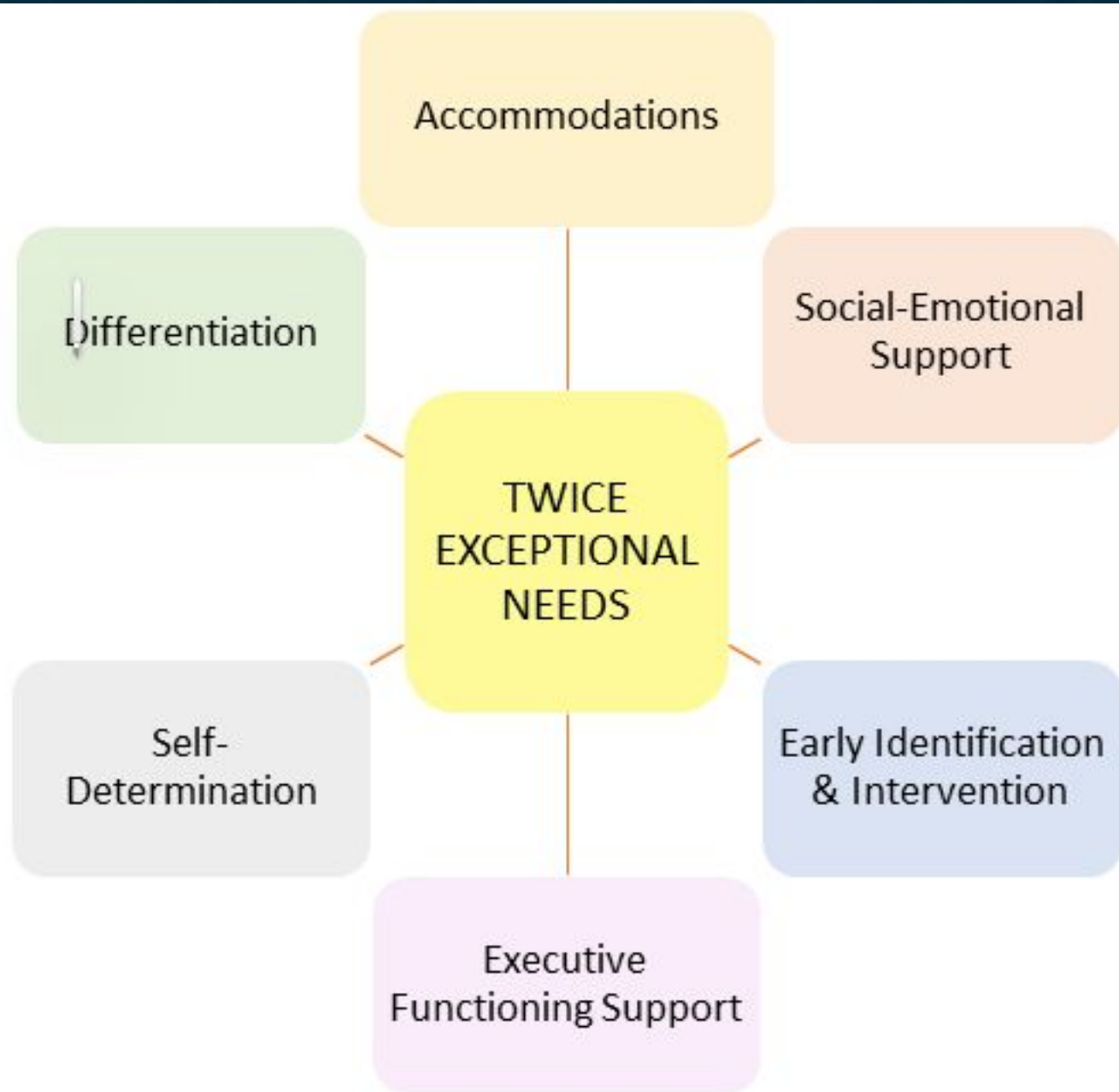
Receive appropriate academic challenges



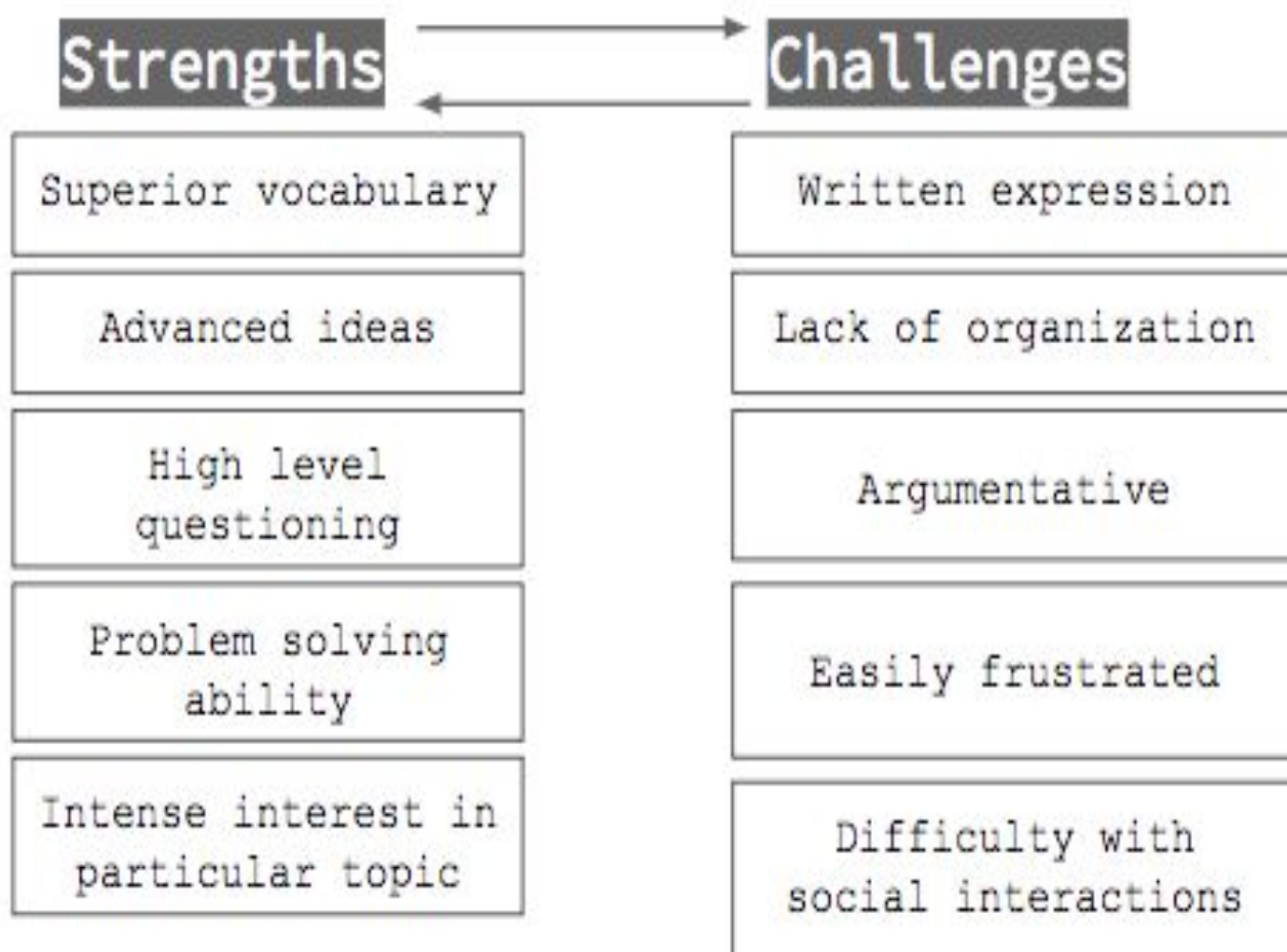
Receive support/accommodations in specific area of disability



Classroom teacher and special education teacher collaborate to meet needs of both exceptionalities



PARADOXICAL CHARACTERISTICS IN 2E LEARNERS



EL Support

- Similar to 2e with wrap around support
- RTG works collaboratively with general education teacher and EL teacher to find and nurture students
 - Building Background Knowledge
 - Access to Grade Level Content
 - Opportunities for Critical & Creative Thinking

Part 2:

What Do Gifted Services Look Like at Nottingham Inside the Classrooms?



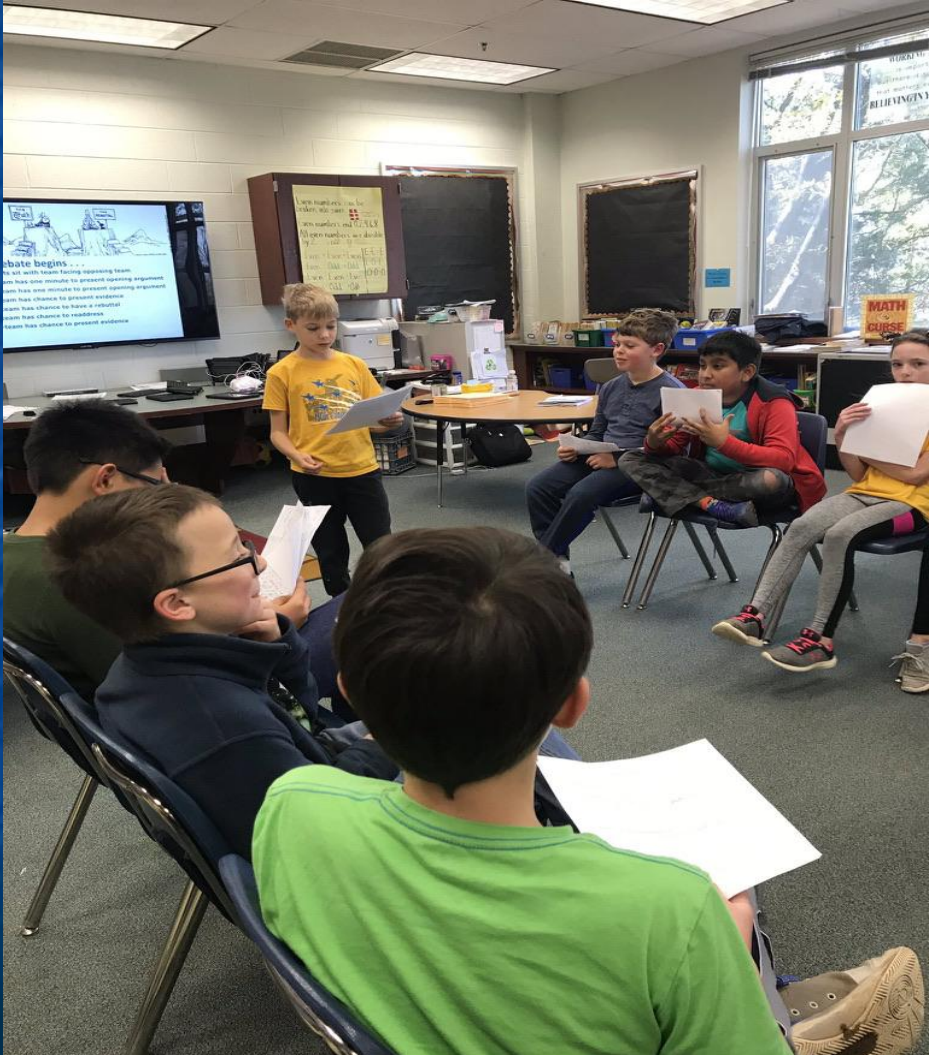
Differentiation for Gifted Students

Differentiation Strategy	What it looks like in the classroom	General Examples	Specific Examples
Process	Providing students with different ways to interact with content	<ul style="list-style-type: none"> - critical and creative thinking strategies -use of curriculum designed for high ability learners 	-integrating lessons and activities from Project M3:Factors, Multiples and Leftovers as a way for high ability learners to learn GCF and LCM
Product	Providing options for demonstrating their learning	<ul style="list-style-type: none"> -choice board -tic-tac-toe menu 	To show an understanding of the different regions of Virginia students can create a project of their choice (ie: artwork, piece of writing, performance, etc.)
Content	Content typically is differentiated when a student has already mastered grade level standards for a particular unit or topic.	<ul style="list-style-type: none"> -extension of content -project based learning 	-extending the grade 5 order of operations standard to include parentheses and exponents

Collaborative Teaching

- Collaborative Teaching may involve:
 - Whole group team teaching with classroom teacher
 - Small group teaching in classroom, coordinated and co-planned with classroom teacher
 - Co-planning with classroom teacher to support differentiation on days when gifted resource teacher is not in the classroom
 - Flexible grouping or cluster grouping, which may be determined by
 - Needs of students and/or the classroom teacher
 - Difficulty of unit/topic

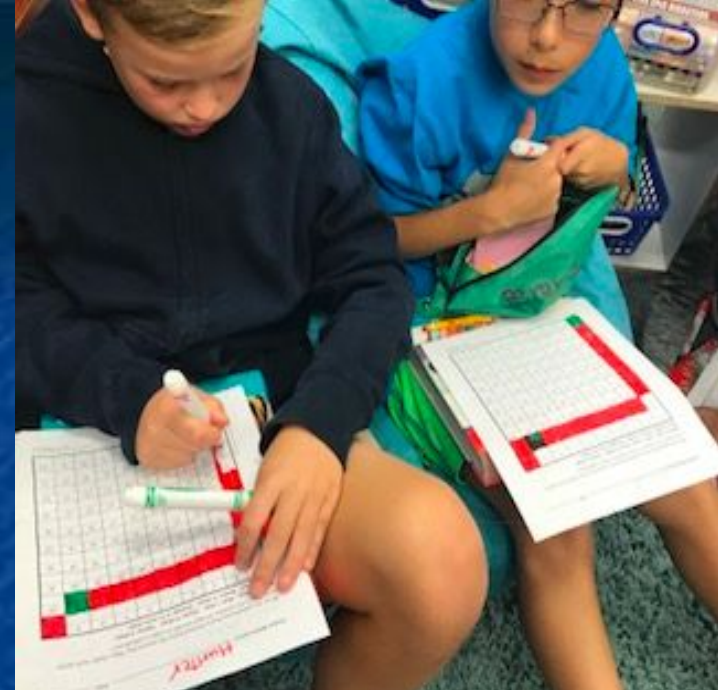
Whole Group Activities



Small Group Activities











Partner Activities



Independent/Partner/Group CHOICE

Math Choice Board

Must Do							
Monday <input type="checkbox"/>		Tuesday <input type="checkbox"/>		Wednesday <input type="checkbox"/>		Thursday <input type="checkbox"/>	
CHOICES (all choices may be done with a partner)							
Tech Time	Review		Practice		Challenge		
	Race to a Dollar 	Double Digit Games 	Calendar Task Cards 	Time to go Fishing 	Math mystery money 	Think Deeply  Project M3	Think Deeply  Three Act Task
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

I chose _____ this week because _____



Arlington Public Schools

K-12 Critical and Creative Thinking Models & Strategies

Critical Thinking Teaching Models

- Concept Development Model (Change, Patterns, Systems, Perspective, Cause/Effect)
- Future Problem Solving
- Jacob's Ladder
- Paul's Reasoning Model
- Problem-Based Learning
- Project-Based Learning
- Research Model
- Socratic Seminar
- William and Mary Teaching Models (Vocabulary & Literature Web, Persuasive Writing, Analyzing a Historical Situation)

Creative Thinking Models

- Creative Problem Solving (CPS)
- SCAMPER

Categories of Thinking Strategies

Decisions and Outcomes

- Habits of Mind
- PMI
- Visualization

Making Connections

- Analogies
- Encapsulation
- FFOE (Fluency, Flexibility, Originality, Elaboration)
- Mind-Mapping
- Synectics

Point of View (Different Perspectives)

- Debates
- deBono's Hats
- RAFT
- Socratic Seminar/Junior Great Books
- Structured Academic Controversy

Questioning

- Question Formulation Technique (QFT)
- Levels of Questioning
- Revised Bloom's Taxonomy

Advanced-Content Resources

- *William and Mary Literature Units*
- *Junior Great Books*
- *Jacob's Ladder Reading Comprehension Program*
- *Schoolwide Enrichment Model-Reading (SEM-R) Framework*
- *Project M2 and Project M3*
- *Hands on Equations*
- *Hands-On Equations with fractions*

- *Project Clarion Science Units*
- *William and Mary Problem-Based Science Units*
- *William and Mary Social Studies Units*
- *History Alive!*
- *The DBQ Project*
- *Primary Source Documents (Library of Congress)*
- *Socratic Seminar*
- *The Great Debate*

Project M3

Number and Operations

Unraveling the Mystery of the MoLi Stone: Exploring Place Value and Numeration

Level 3-4

Factors, Multiples and Leftovers: Linking Multiplication and Division

Level 3-4

How Big Is Big? Understanding and Using Large Numbers

Level 3-4

The Tenth Street Pet Sanctuary: Understanding and Using Decimals

Level 4-5

Treasures From the Attic: Exploring Fractions

Level 4-5

Algebra

Awesome Algebra: Looking for Patterns and Generalizations

Level 3-4

At the Mall With Algebra: Working with Variables and Equations

Level 4-5

Record Makers and Breakers: Analyzing Graphs, Tables and Equations

Level 5-6

Data, Statistics and Probability

Digging for Data: Collecting, Displaying and Analyzing Data

Level 3-4

What Are Your Chances? Probability in Action

Level 5-6

Geometry and Measurement

In Search of the Yeti: Measuring Up, Down and All Around

Level 3-4

Getting Into Shapes: Exploring Relationships Among 2-D and 3-D Shapes

Level 4-5

Designer Boxes: Exploring Volume and Surface Area

Level 5-6

Ratios and Proportional Reasoning

Fun at the Carnival: Using Proportional Reasoning

Level 5-6

Our Environment Matters: Making Sense of Percents

Level 5-6

Classroom Support (Lower Grades)

- Collaboratively plan Critical and Creative Thinking (CCT) lessons
- Model and deliver monthly CCT lessons
- Build capacity for teachers to replicate similar lessons in the future
- Provide support for differentiating instruction
- Working with teachers to find and nurture underrepresented populations

1st Graders Thinking Creatively

(Fluency, Originality, Flexibility, Elaboration)

What is an invention?



Use your imagination to think of a **new** way to catch Jumbo the elephant safely.



Try to think of something no one else will.



Have you ever caught anything?

What was it?
How did you catch it?

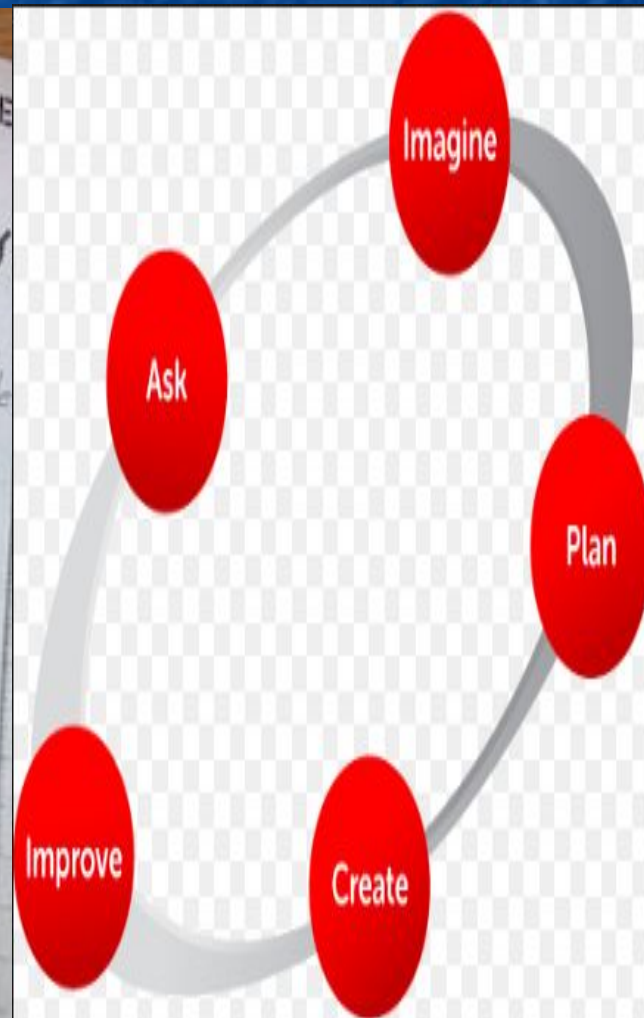
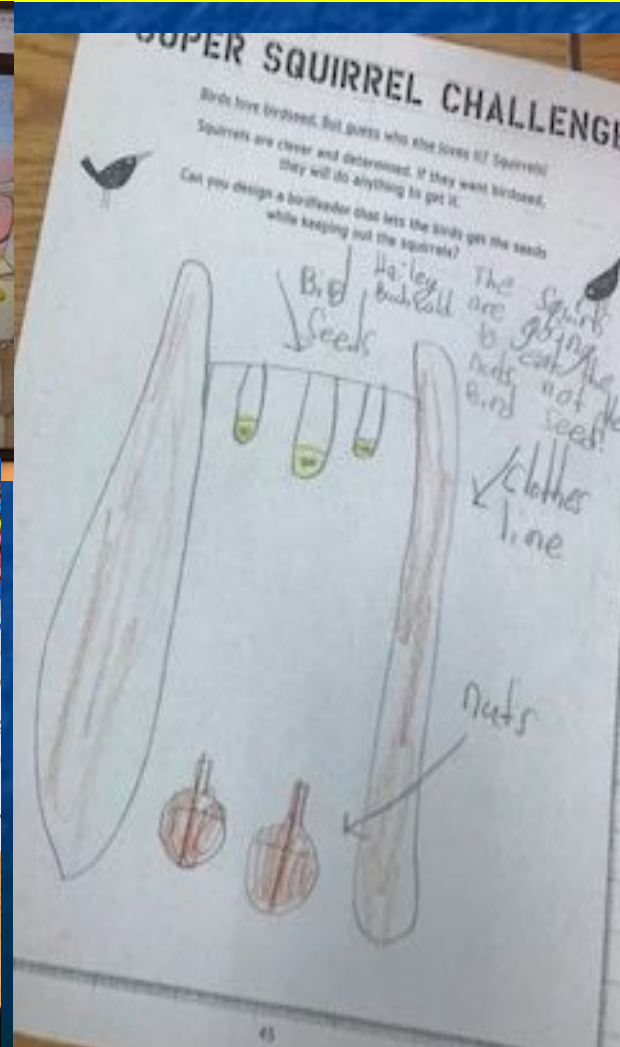
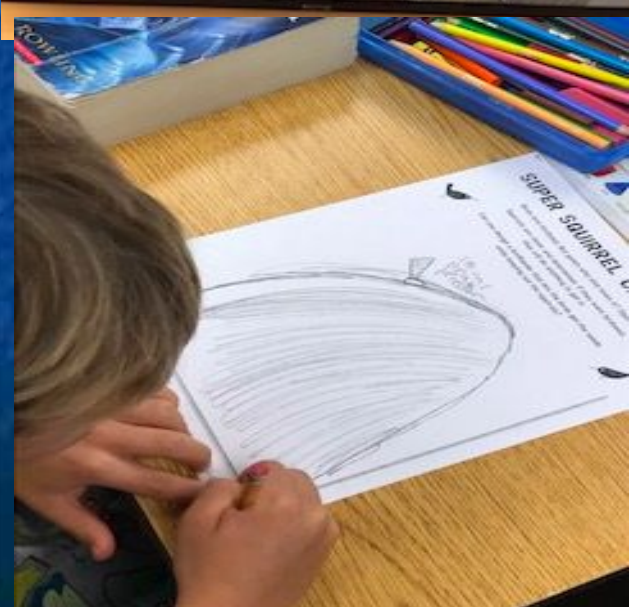
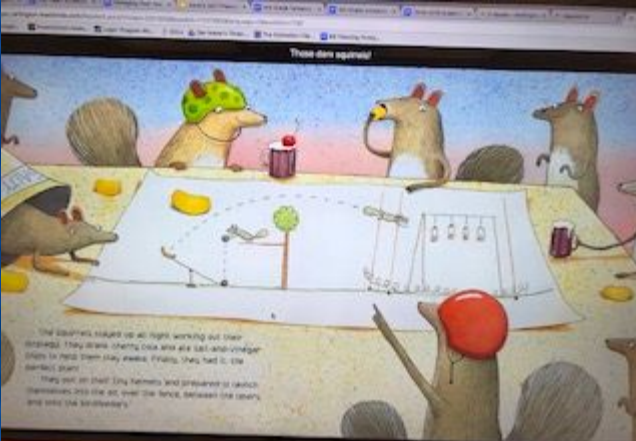
(Be ready to turn and talk with a partner!)

We have a BIG problem today!

Jumbo the elephant has gotten loose from the National Zoo!
We are going to try to catch him safely and help him return to his home.

2nd Graders

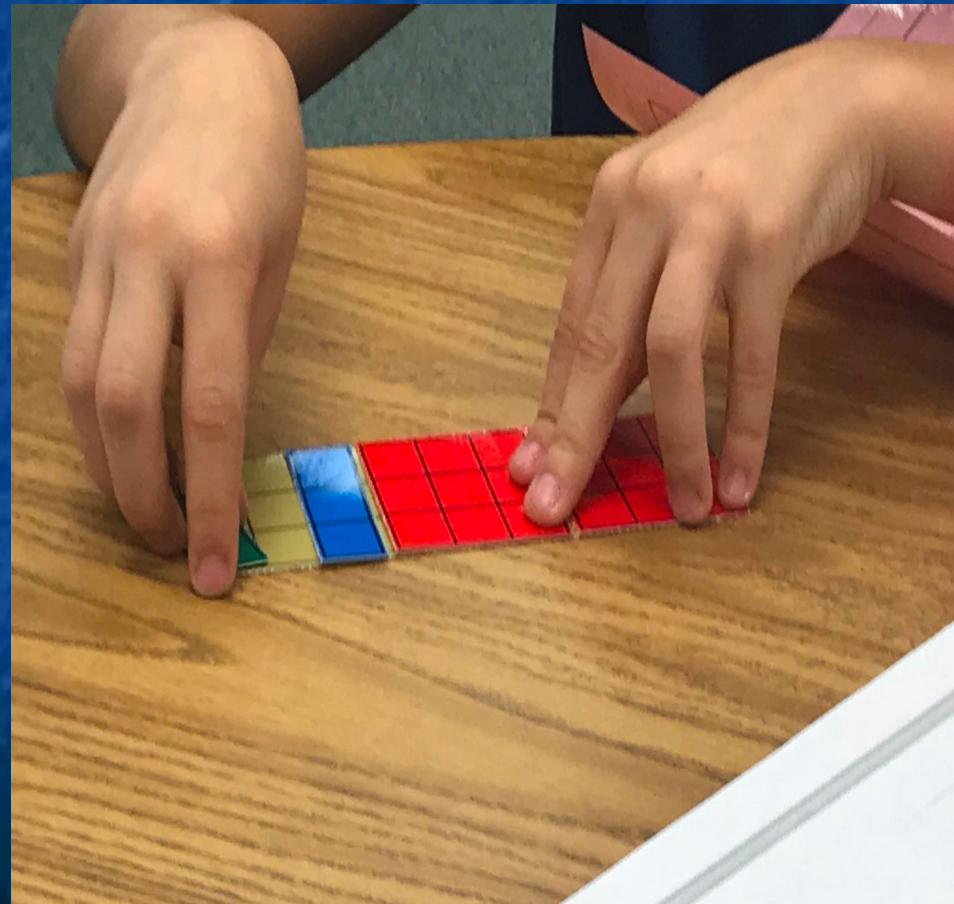
Learning the Engineering Process



Classroom Support (Grades 3-5)

- Collaborate with grade-level teams to plan and/or implement advanced content
- Utilize collaborative teaching methods in **cluster classrooms**
- Incorporate CCT skills to build capacity of teachers to replicate similar lessons in the future
- Provide support for differentiating instruction
- Working with teachers to find and nurture underrepresented populations

3rd Graders Working on Place Value Through Project M3 MoLi Stone



4th Graders Caesar's English

Originality:

- Lego has received feedback from some of its younger users. They state that the bricks are too hard to **disconnect**. Design a tool that will solve this problem (and maybe some Lego-related challenges). Explain how your tool would help.

Elaboration:

- Overnight, a group of *rapscallions* snuck into your classroom and left it in a total state of **disorder**. Make a drawing that reflects what the class might look like.

Intuition:

- The audience at the performance left feeling somewhat **dissatisfied**. What might have caused them to feel this way?
- At a performance later that week, the very same audience left in **disbelief**. What might have caused them to feel this way?

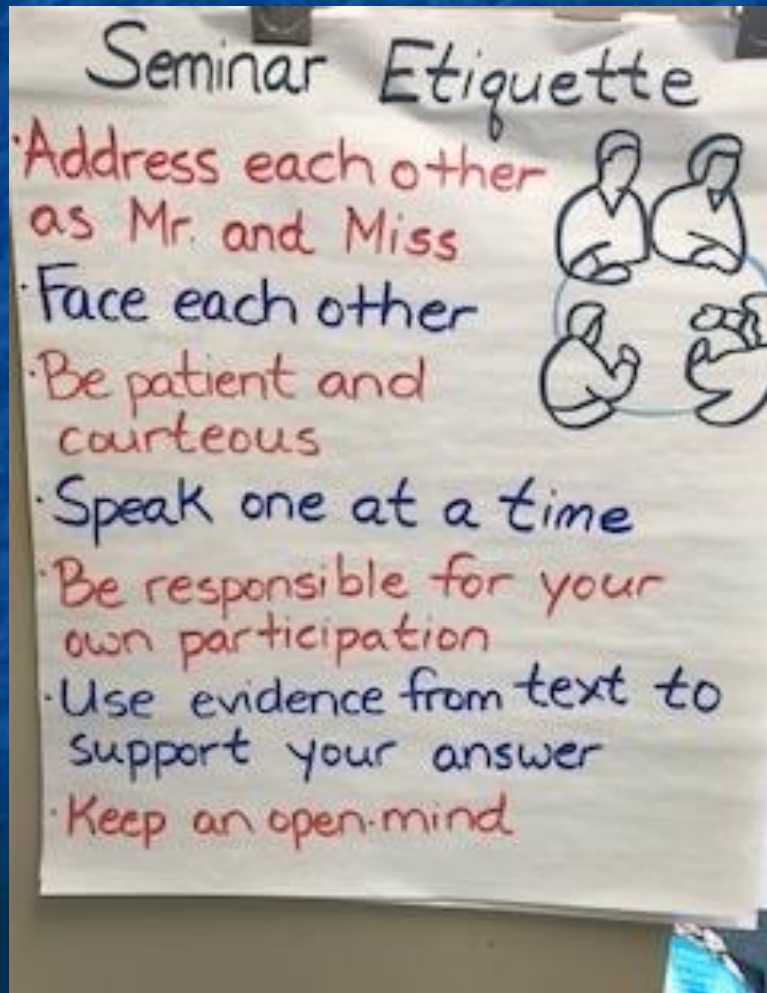
Evaluation:

- Imagine you are reading a story and the main character is struggling to fit in at a new school. The character has to make a choice: Either be **dishonest** and be accepted into the group or be honest and **disliked** by the group. What advice would you give? What might be some implications for the character if they follow your advice?

Emotion:

- How would you describe what it feels like to be **disappointed**? Can you capture (with pictures/words/poetry/illustrations) a moment in your life when you recall feeling this way?

5th Graders in a Socratic Seminar Based on Story Themes



Part 3:

The Gifted Identification Process



[Link to APS Gifted website where forms are located](#)

Gifted Services: Areas of Identification

- Specific Academic Aptitude (Grades K-12)
 - English (Reading and Writing)
 - Mathematics
 - Science
 - Social Studies
- Visual or Performing Arts (Grades 3-12)
 - Visual Art
 - Vocal Music
 - Instrumental Music (instruments taught in APS)

Screening for Gifted Services

- Each year, the total population is screened by school staff to create a pool of candidates based on students' need for gifted services.
- Students may be referred for services by their classroom teacher, school personnel, parents/guardians, community leaders, or other students **until April 1st** of the current school year (Possibly May 8th this year)
- Once a student is referred for services, the RTG works to create a portfolio with *four main components for a holistic case study approach*.

1. Nationally-normed assessments

- Grade 1 students take the Naglieri Nonverbal Ability Test (NNAT-3)- takes place at the end of April
- Grade 2, 3, and 4 students (along with any new grade 5 students), take the Cognitive Abilities Test (CogAT)- grade 2 tests end of March, grades 3-5 test mid December
- Other tests may be included such as the WISC, Kaufman-Brief Intelligence Test (KBIT)

2. School-based Achievement

- County Level:
SOLs, Interactive Achievement Tests and SRI
- School Level:
Ongoing formative and summative assessments
- Individual Level:
Honors or distinctions (ex. Geography Bee, Reflections Contest, etc).

3. Student Behaviors/Characteristics

- Local screening committee completes a Gifted Behavior Commentary (GBC)
 - Documents gifted characteristics and behaviors observed in a variety of settings across four categories
- Parent Information Sheet
 - Documents gifted characteristics and behaviors observed in a variety of settings across four categories
 - Provides an opportunity for parents to share examples that the school team may not have had an opportunity to observe during the school day

Gifted Behaviors Commentary (GBC)

Exceptional ability
to learn

Exceptional
application of
knowledge

Exceptional
creative /
productive thinking

Exceptional
motivation to
succeed

- Is highly reflective
- Readily learns information
- Is acquiring language at rapid pace
- Communicates learned concepts in other settings
- Uses and interprets learned concepts
- Expresses ideas in original ways
- Perceives and manipulates patterns, colors, symbols
- Meets exceptional personal and/or academic challenges
- Exceptional ability to adapt to new situations

4. Demonstrated Performance

- Distinguished levels of performances when working with advanced content.
- Examples may include:
 - *Project M² & Project M3 responses*
 - *Responses to a Jacob's Ladder Reading Passage*
 - *Analysis of Primary Source Documents*
 - *Responses to Critical and Creative Thinking lessons*

Visual and Performing Arts (VPA)

- Referrals for Visual/Performing Arts begin in Grade 3
 - Art and Music Teacher Observations of Artistic Behaviors
 - Student Products provided by art/music teachers
 - Grades
 - Parent Information Form

Art Differentiation

- **Visual Arts:**
 - Differentiation takes place in the art classroom
 - analyzing their work with more in-depth questions
 - working with more/different materials
 - Open-ended projects that allow for students to demonstrate their creativity and abilities

Music Differentiation

- **Vocal Music:**
 - Differentiation takes place in the music classroom
 - Open-ended projects that allow for students to demonstrate their creativity and abilities

Identification Decisions

- At the end of the referral process (90 instructional days), a local screening committee meets to review the student's portfolio and make determinations about eligibility.
- Identification decisions are sent to parents or guardians by letter.

**Gifted Services Identification Process Outlined on APS
Gifted Services web page**

<http://www.apsva.us/Page/1846>

If students are found eligible

- Identified gifted students in grades 1-5 are **cluster grouped** into classrooms with intellectual peers.
- RTG plans with and supports the classroom teachers using extension activities and projects for students who have already mastered grade-level content
 - Note: Support may look different in the various grade levels depending on teacher and student needs

If students are not found eligible

- An appeal is available to families following the eligibility process
 - Appeals begin at the school level with the principal
 - A second level of appeal is countywide Gifted Services Administrative Appeals Committee

<http://www.apsva.us/Page/1846#appeal>

Communication

- Differentiation Record Form- quarterly report to parents for identified students in grades K-5
- Ongoing collaboration between rtg-classroom-home

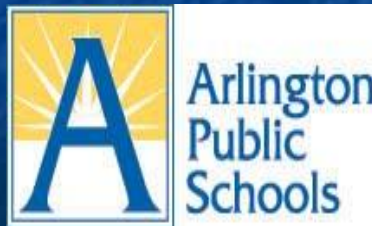
Parent Resources

- Virginia Association for the Gifted (VAG)
<http://www.vagifted.org>
- National Association for the Gifted (NAGC)
<http://nagc.org>
- Supporting Emotional Needs of the Gifted (SENG)
<http://sengifted.org>

Getting Connected: APS Gifted Services

APS Gifted Services Website www.apsva.us/giftedservices

Sign up for @APSGifted & @NTMThinkers



Contact Information

Ryan Van Valen, Resource Teacher for the Gifted

Email: Ryan.Vanvalen@apsva.us

Twitter: @NTMThinkers



Cheryl McCullough, Supervisor, Gifted Services

Email: cheryl.mccullough@apsva.us

Phone: 703-228-6159



Questions and/or Exit Cards

- I'm happy to address any general questions about gifted services at Nottingham at this time.
- If you have questions specific to your child, please contact me or leave your question on an index card for me to follow-up with you at a later time.